

How To Kit



Readers Theatre



Other *How To Kits* & Literacy Activities

This *How To Kit* was developed to help organizations celebrate NWT Literacy Week. This is one in a series of *How to Kits* available to download on the NWT Literacy Council website at www.nwt.literacy.ca.

***How To Kits* Developed to Date:**

- 1-2-3 Rhyme with Me
- Community Book Swap
- Family Reading Party
- Games Night
- Literacy Treasure Hunt
- Pyjamas and Book Party
- Reading Circles and Story Extenders
- Scattergories
- Storytime on the Radio
- Family Literacy Activities Night
- Book Making
- Literacy Games for Adults
- Get Caught Reading & Other Promotion Ideas
- Involving Families in Children's Learning
- Election
- Environmental Print Games
- Literacy Activities for Holidays – Thanksgiving, Halloween, Christmas, Valentine's Day, Easter, Birthdays
- Puppet Making
- Writing Contest
- Culture and Traditions
- Books in the Home
- Facilitating a Workshop
- Talking Books
- Readers Theatre

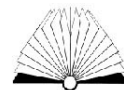
Other activities:

- Literacy Bingos
 - Reading Bingo
 - Introduction Bingo
 - Picture Bingo
 - Word Bingo
 - Plain Language Word Bingo
- Memory Game
- Learning Activity Cards
- Baby Book Project
- My Family booklet
- On the Right Track

Please feel free to photocopy and use these activities in your programs, and adapt them to meet your needs.

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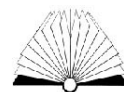


Readers Theatre

Readers Theatre (or Readers' Theatre, or Reader's Theatre) is great fun! It's a tool that parents, educators and adult education instructors can use to help people develop an interest in reading. In Readers Theatre, readers have a purpose for reading. They tell stories, while reading from a script. They don't need any props or costumes. All they need is a script, and their own imaginations!

This *How to Kit* will help you to get started on Readers Theatre. In this kit, you will find ...

- ✓ A description of what Readers Theatre is
- ✓ Some benefits of Readers Theatre
- ✓ Tips for creating scripts
- ✓ Tips for putting Readers Theatre into practice
- ✓ Information on different styles of Readers Theatre
- ✓ Ready-made scripts for Readers Theatre
- ✓ A list of Readers Theatre resources





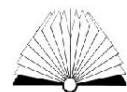
What is Readers Theatre?

Readers Theatre (commonly called “RT”) is a form of theatre or drama. As its title suggests, it focuses on reading. It’s a reading and learning tool that adds fun and excitement to oral reading activities, and helps stimulate interest in reading and learning. It helps improve reading skills by providing a purpose for practising reading, and can also improve understanding of what is being read. There are different styles of Readers Theatre. However, generally, it involves two or more readers reading aloud. They use their voices, facial expressions and gestures to interpret a story. It’s non-threatening, since readers have a script and get to practise repeatedly before performing.

It’s different from regular theatre in a number of ways. It’s much simpler because it is not meant to represent reality, so...

- ✓ Readers interpret the story orally, rather than act it out.
- ✓ Readers don’t try to become the characters, like actors do, although they use their voices and gestures to bring life to the characters.
- ✓ Readers don’t have to memorize lines. They take their reading texts or scripts on stage with them—even if they don’t use them.
- ✓ Readers don’t need elaborate costumes: they often dress in black.
- ✓ Readers don’t need special sets or props. They often just sit on stools.

The images are formed, not on stage, but inside the readers’ and the listeners’ heads.

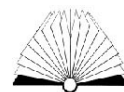




What are some benefits of RT?

Besides being simple for parents, teachers or instructors to organize, Readers Theatre provides a number of benefits for readers and listeners.

- ✓ It's fun!
- ✓ It promotes cooperation and team work.
- ✓ It helps develop an interest in reading and can transform reluctant readers into enthusiastic readers.
- ✓ It's non-threatening.
- ✓ Repeated reading aloud helps improve oral language skills.
- ✓ The repeated reading practice helps improve confidence and self-esteem and develop reading fluency.
- ✓ If the script is based on an actual book, readers and listeners often want to read the book.
- ✓ It informs, as well as entertains.
- ✓ It can promote learning across the curriculum: in language arts, social studies, science, math.
- ✓ The scripts can be in any language.
- ✓ It improves listening skills.
- ✓ If readers write their own scripts, it can promote an interest in writing, and can improve writing and thinking skills.
- ✓ It provides an opportunity for students to interpret stories and communicate meaning.
- ✓ It helps develop an appreciation of literature.

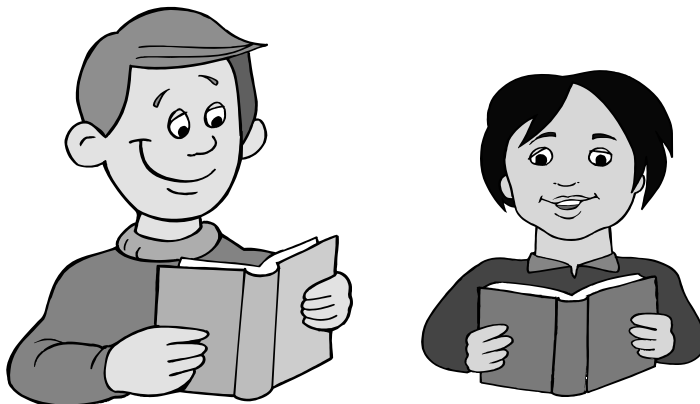




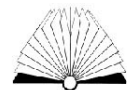
Readers Theatre in Five Easy Steps*

Readers Theatre is easy. To get started, here's a summary of what you need to do. For more information and for some scripts, keep reading!

1. **Choose a script.** Choose a prepared script or have participants choose a book from which to develop an RT script.
2. **Adapt the script.** If adapting, participants identify speaking parts (including narrators) and break down the story into dialogue.
3. **Assign parts.** Participants might try out different parts to get a feel for them, then choose their roles themselves.
4. **Highlight parts and rehearse.** Participants highlight their dialogue, then practice their lines at home and in groups during school.
5. **Perform.** The cast reads the play aloud for an audience, often made up of parents or younger students.



*Adapted from http://www.teacher.scholastic.com/products/instructor/popups/rt_5steps.htm





Tips for Readers Theatre (1)

Finding and Choosing Scripts

You can buy scripts for Readers Theatre through many publishers, but you will also find a variety of scripts on the Internet. Most of them are free for educational or non-commercial purposes. You can download them, print them and copy them. (Check out the list of resources at the end of this kit.)

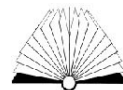
Choose scripts that:

- ✓ are fun.
- ✓ are high quality.
- ✓ are likely to be interesting to the readers and listeners.
- ✓ are appropriate for the age, grade and reading levels of the readers and listeners.
- ✓ can be easily read.
- ✓ contain lively dialogue.
- ✓ spread the dialogue among several readers, rather than having one reader have a large part.

When doing Readers Theatre with young children, it is important to choose an easy story or rhyme script that is predictable and/or has a lot of repetition for younger children. If necessary, the adult or an older reader can be the main narrator, and the young children can read simple words or phrases, or repeated lines.

Using a prepared script is the best way to start. There are two other options, however, that involve writing a script:

- ✓ You, and/or your students, can create your own script from a favourite story, or a novel that you are currently studying in class.
- ✓ Students can create their own original Readers Theatre script.





Tips for Readers Theatre (2)

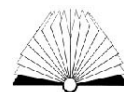
Writing a Script

(Adapted from Baie Comeau High School Reader's Theatre Resources)

Once you have some experience with prepared scripts, then you can begin adapting your own from existing stories. You can use many different types of stories for Readers Theatre. Writing a script can be fun! And you don't have to write alone—you can write with a partner or a team.

Adapting a Story for Readers' Theatre

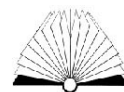
1. Choose a book that interests you. This list will help you choose an appropriate book. Does it. . .
 - ✓ Have two or more characters, but not too many?
 - ✓ Have lots of dialogue or indirect speech to turn into direct speech?
 - ✓ Have lots of events that take place in a short space of time?
 - ✓ Develop the personality of the characters in the story?
 - ✓ Make sense and lend itself naturally to creating a script?
2. Read the book several times to make sure that you understand the essential story elements.
3. Start by turning the first few pages into a script:
 - ✓ Use short dialogue to keep the story moving.
 - ✓ Use a narrator to tie the story together or explain reasons for events. But . . . try not to overuse the narrator. You can sometimes put words in the mouths of the characters, rather than have the narrator "tell" the story.





Writing a Script (cont.)

- ✓ Use two narrators (Narrator 1 and Narrator 2) if there's lots of description or details; if you need more readers; or if you are working with younger readers.
 - ✓ Wherever you can, turn indirect speech into direct speech.
 - ✓ If you want, you can use sound effects, simple props or music to enhance a Readers Theatre presentation.
 - ✓ Use several readers together to enhance the dramatic effect.
 - ✓ Use rhyme, repetitive structure, internal rhyme, dramatic excitement and lots of action to enhance a script.
 - ✓ Don't be afraid to make cuts or changes to keep the story lively. For example, you don't need to say "he said", unless it's not clear who is speaking, or unless the speaker has changed and people may not know who is speaking. Sometimes it may be part of the poem, as in "Fire, fire' said Mrs McGuire". Sometimes it is enough to add a person's name to let people know who the character is talking to, as in "There's your bear, Vicky."
 - ✓ Don't be afraid to combine or split characters, according to the number of readers you want to have.
 - ✓ If a character has nothing to say for a while, you may want to insert some lines for them.
4. Use a format that makes it easy for the readers to follow:
- ✓ Keep the character's name on the left-hand side and make it bold.
 - ✓ Use a large font size, such as 14-point, or larger if you're working with young or new readers.
 - ✓ Use line spacing of 1.25 or 1.5.
 - ✓ Leave a blank line between each reader's part.
 - ✓ Italicize or capitalize words that need to be stressed.

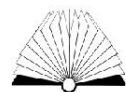




Celebrate Literacy in the NWT



- ✓ Don't break up a reader's part onto different pages. Start a new page at the beginning of a new part. This means readers don't have to turn a page in the middle of a speech.
- 5. After practising on the first few pages, continue with the rest of the book.
- 6. When you are finished, edit and rewrite as necessary.
- 7. Ask someone else to read the script over, editing it as necessary.
- 8. If you are a student, the teacher may want to review your script first.





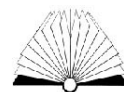
Writing a Script

Aaron Shephard (www.aaronsherp.com) has provided some scripting sheets to let you and your students practice adapting a script. One is included here.

To use the sheets, first give your readers a few pointers about script roles and about cuts and changes. You'll find those in Aaron's book [*Readers on Stage*](#) or his online guide [RT Tips](#).

Next, have your readers join into teams of four, and of five if some are left over. Each team gets copies of one of the scripting sheets, with a copy for each reader. Then give these instructions:

1. Read through the story silently.
2. As a group, identify the roles in the story and divide them among you.
3. Go over the story together, deciding who will read what and also what to cut. On your own sheet, in pencil, cross out the cuts and underline your own speeches. [They don't need to mark the speeches of others—but if they want to anyway, they can put a circled name, initial, or number above where each reader will start.]
4. Try out your script by reading together. Go back and change it as needed.
5. In fifteen or twenty minutes, each group will have a script it can read to the others!
6. After practicing with these story excerpts, your readers can try short, complete pieces, like fables, that might even be performed for outside audiences. Arnold Lobel's book *Fables* is excellent for this. Longer pieces can also be scripted this way.





READERS ON STAGE • 78

The Baker's Dozen • By Aaron Shepard

(Taken from the picture book *The Baker's Dozen: A Saint Nicholas Tale*, told by Aaron Shepard, illustrated by Wendy Edelson, Atheneum, 1995. Copyright © 1995, 1997, 2004 Aaron Shepard. May be copied for any noncommercial purpose. Visit www.aaronsherp.com.)

In the Dutch colonial town later known as Albany, New York, there lived a baker, Van Amsterdam, who was as honest as he could be. Each morning, he checked and balanced his scales, and he took great care to give his customers exactly what they paid for—not more and not less.

Van Amsterdam's shop was always busy, because people trusted him, and because he was a good baker as well. And never was the shop busier than in the days before December 6, when the Dutch celebrate Saint Nicholas Day.

At that time of year, people flocked to the baker's shop to buy his fine Saint Nicholas cookies. Made of gingerbread, iced in red and white, they looked just like Saint Nicholas as the Dutch know him—tall and thin, with a high, red bishop's cap, and a long, red bishop's cloak.

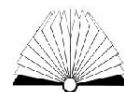
One Saint Nicholas Day morning, the baker was just ready for business, when the door of his shop flew open. In walked an old woman, wrapped in a long black shawl.

"I have come for a dozen of your Saint Nicholas cookies."

Taking a tray, Van Amsterdam counted out twelve cookies. He started to wrap them, but the woman reached out and stopped him.

"I asked for a dozen. You have given me only twelve."

"Madam," said the baker, "everyone knows that a dozen is twelve."





“But I say a dozen is thirteen,” said the woman. “Give me one more.”
Van Amsterdam was not a man to bear foolishness. “Madam, my customers get exactly what they pay for—not more and not less.”

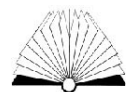
“Then you may keep the cookies,” the woman said. She turned to go, but stopped at the door.

“Van Amsterdam! However honest you may be, your heart is small and your fist is tight. Fall again, mount again, learn how to count again!”

Then she was gone.

From that day, everything went wrong in Van Amsterdam’s bakery. His bread rose too high or not at all. His pies were sour or too sweet. His cakes crumbled or were chewy. His cookies were burnt or doughy. Before long, most of his customers were going to other bakers.

“That old woman has bewitched me,” said the baker to himself. “Is this how my honesty is rewarded?”

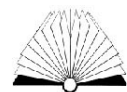




Creating an Original Script

Once you and your students have experience adapting some ready-made stories, have students create their own scripts. This lets students integrate reading, writing and thinking skills.

1. Almost anything goes! Most topics will lend themselves to Readers Theatre. And it doesn't have to be restricted to only fictional stories. Readers Theatre is a way of helping students learn about a wide variety of topics. See the science script on polar bears on Page 42 for an example of a research project that becomes a Readers Theatre script.
2. To write a script successfully, students have to become familiar with concepts such as setting, plot, character, and dialogue. It's worthwhile talking about these things in relation to prepared scripts before having students write their own.
3. Then set the students to work in groups. You might be amazed at what they can produce.





Tips for Readers Theatre (3)

Implementing Readers' Theatre

A Readers Theatre project can be short-term or long-term. The length of time it requires depends on the readers, on the script you choose and on how much time you want to give to the project. There are also different styles of Readers Theatre projects (see [Tips for Readers Theatre, 4](#)). The style also helps determine the length of time that you need.

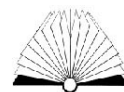
The instructions below are for a project that will last several days.

Remember the purpose of the activity:

- ✓ To give repeated practice in reading aloud to help improve oral reading skills.
- ✓ To motivate people to read.
- ✓ To promote learning through reading and listening.

Getting Started

1. Start slowly and make sure readers feel comfortable with their parts. Don't be afraid to make changes to the script to suit your students.
2. Decide on which approach you will take to getting a script:
 - ✓ Will you use a prepared script?
 - ✓ Will you adapt a story?
 - ✓ Will you have the participants write their own script?
3. Once you have the script, make sure it is easy to read. (See [Writing a Script](#).)





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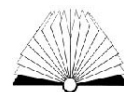
4. Copy the scripts and hand them out. You need one for each participant, or for each person in the class, if you are doing it with a whole class.
5. Together with the participants, read the title of the script and the author, and talk about any background related to the story.
6. Encourage the participants to make predictions about the story, talk about the characters, plot, setting, etc.
7. Model each character. With younger readers, read the script out loud and have them follow along. You can do this more than once, if you think it's necessary. If the readers are older, once you've read it through together, they can read the script over by themselves.
8. Divide the group into pairs. Assign each pair a certain number of pages. Participants should take turns reading alternate parts aloud. If some pairs finish early, they can re-read it.

Assigning Roles

9. Now it's time to assign parts. If there are character parts or solo lines, ask for volunteers, or if you prefer, assign parts. Try to match parts to readers. Discuss the readers' parts. What does each character look like? What do their voices sound like?
10. Read the story once or twice again.

Practising

11. Help readers colour code their parts with highlighters.
12. Read the story again with all the readers.



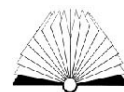


13. Once the readers are familiar with the script, let each reader rehearse his lines. With younger children, rehearse the lines with each reader. For a good performance, encourage readers:
 - ✓ To face the audience.
 - ✓ To hold the script so that it doesn't hide their face.
 - ✓ To try to look up from the script from time to time.
 - ✓ To talk slowly and clearly.
14. Some teachers put the character's name on a piece of card and hang it round the character's neck to identify them. This is not necessary, if you have a good, clear script, but if you think it might help the listeners, then go for it.
15. Let readers practise at home with their families. It's a good opportunity for a family literacy activity.

Performing

16. Decide what type of performance it will be—informal or formal. Also who will the performance be for? Will it be for a class or will it be a more public performance? If it is a more public performance and you are using a prepared script, you may need permission.
17. Invite the listeners to the performance. You may do more than one Readers Theatre performance at a time.
18. Reassure readers that it does not matter if they make a mistake. The audience may not notice. They should just carry on as if nothing has happened.

NB: If you are going to use Readers Theatre regularly, give the participants folders or binders to keep their scripts in.



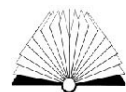
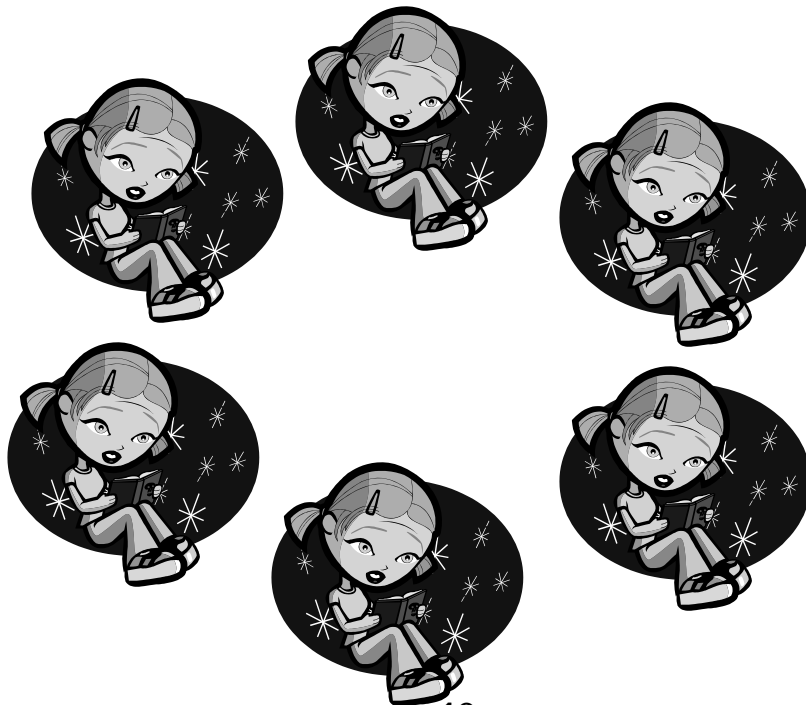


Tips for Readers Theatre (4a)

Different Styles: Circle Reading

Circle reading gives everyone a chance to read. It helps build confidence because it is non-threatening.

1. Copy and hand out the scripts. You need one for each person in the class.
2. Have everyone sit in a circle.
3. Read the story to the children.
4. Have the first person in the circle read the first reader's part, and so on round the circle, until the story is finished.
5. You can repeat this several times. And you can swap parts by starting at a different place in the circle, if you want.



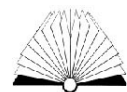


Tips for Readers Theatre (4b)

Different Styles: Cooperative Reading

Cooperative reading is a good way to involve a larger number of readers, such as a whole class. This can be done over an extended period of time. You can do this in two different ways: you can have each group working on a different script, or you can have each group working on the same script.

1. You need enough scripts—one for each person in each group. Copy and hand out the scripts. You need one for each person in the class.
2. Either read the story to the participants or have them read it quietly to themselves (depending on their reading skills and the demands of the story).
3. Divide the class into groups of readers. Give them a space to practice in. Let them take their scripts and decide which part each person will have. Let each group practice several times in a quiet space. (It does not all have to happen on the same day.)
4. When the groups are ready to perform, bring the whole group back together again.
5. Decide when each group will do its presentation. You can have one presentation a day, if you like.



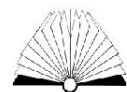


Tips for Readers Theatre (4c)

Different Styles: Group Reading

Group reading is also a good way to involve a larger number of readers, such as a whole class.

1. Copy and hand out the scripts. You need one for each person in the class.
2. Either read the story to the participants or have them read it quietly to themselves (depending on their reading skills and the demands of the story).
3. Divide the class into groups of readers. Assign each group a part—they will read the parts as a group. Again, give them a space to practice in. Let them take their scripts and practice several times in a quiet space.
4. When the groups are ready to perform, bring the whole group back together again.
5. Read the story in groups.





Scripts (1)

Hickory, Dickory, Dee

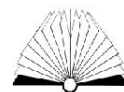
(From *Mother Raven Nursery Rhymes*, by Peter Redvers & Don Harney)



Age group: K-3

Required readers: Reader #1
 Reader #2
 Reader #3
 All

NB: You can adapt this format for many different rhymes.





Hickory, Dickory, Dee

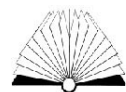
All: Hickory, dickory, dee

Reader #1: A bear climbed up a tree

Reader #2: When he heard a sound

Reader #3: The bear jumped down

All: Hickory, dickory dee.

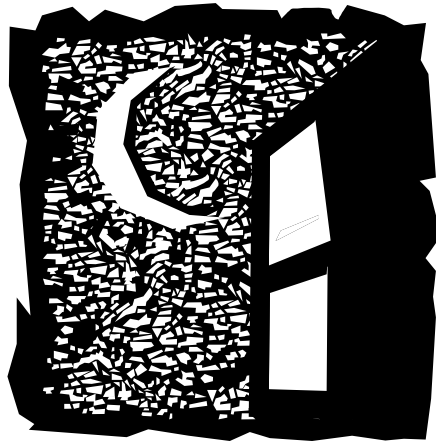




Scripts (2)

Goodnight Moon

(based on the book, *Goodnight Moon* by Margaret Wise Brown)

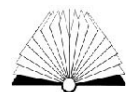


Age group: K-3

Required readers: 17 readers*
All

* You can have fewer readers by giving each reader longer parts, or having the same reader come in again.

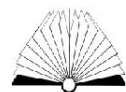
NB: This can also be done as a circle reading or a group reading. If you do it as a group reading, you need to renumber the readers.





Goodnight Moon

- Reader #1:** In the great green room
There was a telephone
And a red balloon
And a picture of . . .
- Reader #2:** The cow jumping over the moon
- Reader #3:** And there were three little bears sitting on chairs
- Reader #4:** And two little kittens
And a pair of mittens
- Reader #5:** And a little toyhouse
And a young mouse
- Reader #6:** And a comb and a brush and a bowl full of mush
And a quiet old lady who was whispering “hush”
- Reader #7:** Goodnight room
Goodnight moon
- Reader #8:** Goodnight cow jumping over the moon
- Reader #9:** Goodnight light and the red balloon
- Reader #10:** Goodnight bears
Goodnight chairs





Goodnight Moon (continued)

Reader #11: Goodnight kittens
And goodnight mittens

Reader #12: Goodnight clocks
And goodnight socks

Reader #13: Goodnight little house
And goodnight mouse

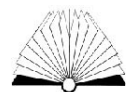
Reader #14: Goodnight comb
And goodnight brush

Reader #15: Goodnight nobody
Goodnight mush

Reader #17: And goodnight to the old lady whispering “hush”

Reader #17: Goodnight stars
Goodnight air

All: Goodnight noises everywhere





Scripts (3)

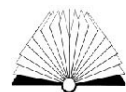
Eníyah Nechà Hoeh?ı (Dogrib)



Age group: K-6 (depending on the participants' abilities in Dogrib)

Required readers:

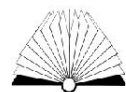
- Reader #1
- Reader #2
- Reader #3
- Reader #4
- Reader #5
- Reader #6





Eníyah Nechà Hoeh?ı (Dogrib)

- Reader 1** Eníyah nechà eh?ı ts'òòkoa
zhakak'ekòà t'à k'ekò.
- Reader 2** K'òòts'ehchı dzèhwòà eyıts'ò deghò jıh t'à at'ı
Eyıts'ò libalà?e ıt'òà wexèıhcho-le t'à at'ı.
- Reader 3** Tò k'e k'edzo eyıts'ò zhah yıı etła sı at'ı.
Sıı natła k'ekò, ııı k'ekò hòelı-le.
- Reader 4** Hotedàkeè t'à at'ı eyıts'ò nahza ts'ah dèhtlè sı t'à at'ı.
Ts'èko danıde nııle hanıko sıı lek'a dıı.
- Reader 5** Ezhıne lanı k'ekò, ıdo shıa ka eyıts'ò ızhıı,
Zhakak'ekòà t'a kòta hazhò k'ekò.
- Reader 6** Eníyah nechà eh?ı ts'òòkoa
zhakak'ekòà t'à k'ekò.





Scripts (4)

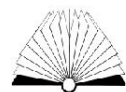
FIRE! FIRE!

by Bill Martin Jr.



Age group: K-3

Required readers: All
Reader #1
Reader #2
Reader #3
Reader #4





FIRE! FIRE!

All: Fire! Fire!

Reader 1: said Mrs. McGuire.

All: Where? Where?

Reader 2: said Mrs. Bear.

All: Down! Down!

Reader 3: said Mrs. Brown.

All: Help! Help!

Reader 4: said Mrs. Kelp.

All: Here I come,

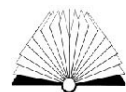
Reader 1: said Mrs. Plumb.

All: Water! Water!

Reader 2: said Mrs. Votter.

All: Well, I declare!

Reader 3: said Mrs. Wear.



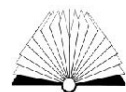


FIRE! FIRE! (Continued)

All: Oh, help, come and save us!

Reader 4: cried Mrs. Davis.

All: As she fell down the stairs
With a sack of potatoes.





Scripts (5)

MOIRA'S BIRTHDAY

(based upon the book by Robert Munsch)

A Reader's Theatre Script by [Stephen Kohner](#)

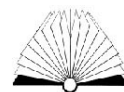
Moira's birthday is approaching and her parents allow her to invite only six children to her birthday party. Moira has her own ideas and before you know it, Grade One, Grade Two, Grade Three, Grade Four, Grade Five, Grade Six, and Kindergarten are all invited. "No problem!" thinks Moira. (Moira is Moira Green from Hay River.)



Age group: Grades 3-6

Required readers:

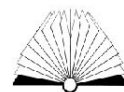
- Narrator
- Moira
- Mom
- Dad
- Friend #1
- Friends
- Pizza Lady
- Baker





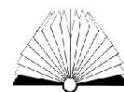
MOIRA'S BIRTHDAY

- Narrator:** Ever had a fabulous birthday party? This story is about Moira who threw the biggest party of the year!
- Moira:** Mom, Dad...my birthday is next week. I want to invite a few people to my party.
- Mom:** A few people? How many is a few?
- Moira:** Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6
AAAAANNDD Kindergarten.
- Mom:** You've got to be joking! You're crazy! No way José!
- Narrator:** So Moira did what most kids would do in her situation. She asked her Dad
- Moira:** My birthday is next week. I want to invite some people to my party. Mom said I should ask you.
- Dad:** A few people? How many is a few?
- Moira:** Just grade 1, grade 2, grade 3, grade 4, grade 5, grade 6
AAAAANNDD Kindergarten.
- Dad:** That's impossible! What are you thinking of? You can invite SIX kids. 1-2-3-4-5-6 and NNNNNNOO Pip-Squeaks.
- Moira:** Six kids. I understand. 1-2-3-4-5-6 and NNNNNNOO Pip-Squeaks.





- Dad:** Go and write out your invitations.
- Narrator:** Moira spent the rest of the evening writing her invitations out. The next morning she went to BCHS and handed them out. One of her best friends had not been invited.
- Friend #1:** Moira, can I please, pretty please, come to your birthday party? One more person won't make a difference. PLLEEEASE!
- Moira:** I guess one more can't hurt but don't tell anyone else.
- Friend #1:** Okay. I promise not to tell anyone else and a promise is a promise.
- Moira:** I know I can trust you. That's what friends are for.
- Narrator:** By the end of the school day, Moira had invited ALL of grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAAANNDD Mrs. Thibault's entire Kindergarten class. She didn't dare tell her parents. Maybe they would be just a tiny bit upset. Her party was the next day. (knock at the door)
- Friends:** SURPRISE! HAPPY BIRTHDAY!
- Moira:** Welcome! Welcome to my party. Come in, come in! It's going to be so much fun! (friends all walk in)
- Father:** Six friends. That's good. One, two, three, four, five, six. Six... six is the best number. LET'S PARTY!
- Moira:** Maybe we should wait another minute.

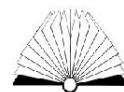




Celebrate Literacy in the NWT



- Narrator:** Just then, something banged on the door like this:
- All:** Bam! Bam! Bam! Bam!
- Narrator:** The door burst open.
- Friends:** SURPRISE! We're here! Let's party!
- Moira:** What a surprise! What are you all doing here?
- Narrator:** Before they could answer, they all ran in. They ran right over the father and the mother. There were kids everywhere. Kids in the bedroom, kids in the bathroom, kids in the kitchen, kids in the basement, and kids hanging off the roof!
- Father:** What's going on here? There are more than six kids here!
- Mother:** Who invited them all? There's more kids here than at Walt Disney World!
- Mother & Father:** What are all these kids going to eat?!
- Moira:** Don't Worry... Be Happy! I have a plan.
- Narrator:** And with that Moira went to the phone and dialed 296-8080.
- Moira:** Yes, this is an emergency situation. I need 200 all-dressed pizzas delivered to my home. I need them delivered NOW!
- Pizza Lady:** 200 pizzas??? Are you nuts? That's too many!
- Moira:** Send us as many as you can. Or maybe you'd like us to come to your restaurant?





Celebrate Literacy in the NWT



Pizza Lady: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten pizzas right away!

Narrator: Moira then phoned up the local baker. What's a birthday party without birthday cake?

Moira: Yes, this is Moira. I need 200 of your best birthday cakes right away!

Baker: 200 birthday cakes? Are you nuts? I can't make 200 cakes!

Moira: I have hundreds of hungry kids over at my place all screaming for cake. Do want us to come over and help you bake them? I'm sure we could help you out!

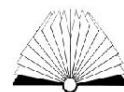
Baker: No! No! Stay right where you are. Don't move. It will be our pleasure to deliver them right to your house - no charge! We'll send ten cakes right away!

Narrator: Well, the next thing you know, a monstrous pizza delivery truck rolled into Moira's driveway. It dumped a pile of pizzas on her front lawn. Then an equally gargantuan truck drove in and dumped a pile birthday cakes.

Moira & Friends: FOOD! Time to eat!!

Narrator: The most amazing thing happened next. They gulped down all ten pizzas and ate up all ten birthday cakes in just ten seconds.

Moira & Friends: MORE FOOD!

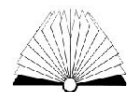




Celebrate Literacy in the NWT



- Mother:** More food? How can you eat so much? Where are we supposed to get more food from?
- Friends:** We'll find you the food. We'll be right back.
- Narrator:** And with that, they all ran back to their homes. Moira and her parents waited one hour, two hours and three hours.
- Mother:** I guess they're not planning to come back after all.
- Father:** I guess they're not planning to come back after all.
- Moira:** Just wait and see. My friends won't let me down.
- Narrator:** Just then, something banged on the door like this
- All:** Bam! Bam! Bam! Bam!
- Narrator:** The door burst open.
- Friends:** SURPRISE! We're here! Let's party again!
- Moira, Mother & Father:**
Look at all this food! There's frog legs, goat cheese, dinosaur eggs, chocolate covered ants, pork liver, black beans, boiled bats, muddy mangoes and sloppy subs. This is great!
- Narrator:** The kids ate and ate and ate. They ate all the food in just fifteen short minutes. Then everyone gave their presents to Moira. There were presents everywhere. Presents in the bedroom, presents in the bathroom, presents in the kitchen, presents in the basement, and presents hanging off the roof!

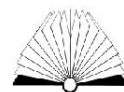




Celebrate Literacy in the NWT



- Moira:** Look at all these presents. There's no way I can open and use them all. It's just too much.
- Mother:** Forget about the presents. Look at all this mess. There's mess all over the house. Mess in the bedroom, mess in the bathroom, mess in the kitchen, mess in the basement, and mess hanging off the roof!
- Father:** And who is going to clean it up?
- Moira:** Don't worry... Be happy! I've already thought of a plan. Listen up everybody. Whoever helps to clean up can take home a present.
- Friends:** Yippee! Let's clean up!
- Narrator:** In no time at all, the house was clean and the kids went home.
- Mother:** Thank goodness. I'm glad that party is finished for this year!
- Father:** Thank goodness. I'm glad that party is finished for this year!
- Moira:** Wait... I think I hear another truck.
- Narrator:** Just then, a huge dump truck came and piled 190 all-dressed pizzas in Moira's backyard. Another truck rolled in and dumped 190 birthday cakes beside the pizzas.
- Father:** What are you going to do now? We can't possible eat all this food?
- Mother:** There's enough food here to feed grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAAANNDD Mrs. Thibault's entire Kindergarten class.

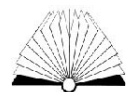




Celebrate Literacy in the NWT



- Moira:** You parents always worry too much. I have a solution. Tomorrow we'll just have to host another birthday party. We can invite grade 1, grade 2, grade 3, grade 4, grade 5, grade 6 AAAAAANNDD Mrs. Thibault's entire Kindergarten class!
- Narrator:** And so that is how Moira ended up with the biggest birthday party in the entire world. Try and beat that.





Scripts (6)

Smelly Socks

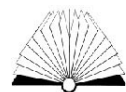
(based on the book by Robert Munsch)

This book is about Tina Fabian from the Katlodeeche First Nation in Hay River.



Age group: Grades 3-6

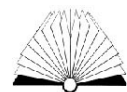
Required readers: Narrator
Tina
Mom
Grandfather
All
Tina's friend
A passer-by





Smelly Socks

- Tina** Mom, look at my socks. They're really old. I want some new ones.
- Narrator** So her mother took her to the only store in town.
- Tina** This store only has black socks. They're ugly. Mom, can we go across the river and get some really good socks?
- Mom** Tina, we can't drive across the river because there is no bridge here. It's a long, long, long way to the bridge and besides we don't have a car!
- Narrator** So Tina went to her grandfather.
- Tina** Grandpa, can you please take me across the river in your boat? I want to buy some really good socks.
- Grandfather** Tina, the motor is not working on the boat.
- Tina** Row! We can row! I will row and you can sit in the back of the boat.
- Grandfather** You will row?
- Tina** YES! Rowing is easy.
- Narrator** So Tina got in the boat and rowed slowly.
- All** SPLASH, SPLASH, SPLASH

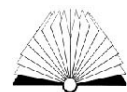




Celebrate Literacy in the NWT



- Narrator** The boat went in slow circles.
- All** SWISH! SWISH! SWISH!
- Narrator** Tina rowed fast.
- All** SPLASH, SPLASH, SPLASH, SPLASH, SPLASH.
- Narrator** The boat went in fast circles.
- All** SWISH, SWISH, SWISH, SWISH, SWISH!
- Tina** This boat has forgotten how to row.
- Grandfather** OK, Tina. You sit in the back and tell me what to do.
- Tina** Left, left, right. That's great, grandpa, you rowed all the way across the river. Now we just have to walk all the way through town to the big sock store.
- Narrator** Tina tried on millions and millions of socks.
- Tina** Too big! Too little! Too blue! Too pink! I'm never going to find a pair I like.
- Grandfather** Here, Tina. Look at these red, yellow, and green socks. Try these on.
- Tina** Wow! These are perfect! We'll take these ones, grandpa.
- Narrator** On the way back, the boat sort of remembered how to row. And even though Tina rowed round and round and round, they still got to the other side.

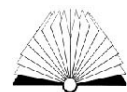




Celebrate Literacy in the NWT



- Tina** Look, mom! Grandpa rowed me all the way across the river to get these socks. Look at them! Socks! Socks! Wonderful socks! These are the best socks I have ever seen. I am NEVER going to take them off.
- Mom** Never?
- Tina** NNNNNNNNNEVER!
- Mom** Uh-oh!
- Narrator** So Tina wore her socks for a long time.
- All** She wore them for . . . one, two, three, four, five, six, seven, eight, nine, ten whole days.
- Mom** Tina, I know you love these socks. Just let me wash them really quick. They will start to SMELL if you don't get them washed.
- Tina** No way, mom. Socks! Socks! Wonderful socks! I am NEVER, NEVER going to take them off.
- Narrator** Tina wore her socks for ten more days. Her friends at school were disgusted!
- All** Phew, Tina! What a smell! Change your socks!
- Tina** No way. Socks! Wonderful socks! I am NEVER, NEVER, NEVER, NEVER, NEVER going to take them off.

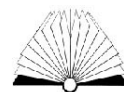




Celebrate Literacy in the NWT

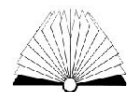


- Narrator** Tina wore her socks for ten more days. It was awful! A whole flock of Canada geese dropped right out of the sky. Two moose fell over. Ducks, raccoons, and squirrels fell over. Finally, even a skunk fell over from the smell.
- Tina's friends decided it was time to do something about it.
- All** BLAM, BLAM, BLAM, BLAM, BLAM!
- Tina's friend** Tina, open the door.
- Tina** Hi, guys. What's up?
- Tina's friend** Phew! What a smell! Your socks are disgusting, Tina. We're going to take you to the river and we're going to wash them.
- Narrator** They held their noses, and they held Tina. They took off her socks and started to wash them.
- All** SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!
- Fish** Phew! We better get out of here! Let's float up to the top of the river where the air is fresh and act like we're dead.
- Narrator** Said all the fish in the river.
- All** SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!
- Beavers** Phew! We better get out of here! Let's go and live with Tina's grandfather.
- Narrator** Said all the beavers in the river.
- All** SCRUB, SCRUB, SCRUB, SCRUB, SCRUB!





- Passer-by** Phew! How come the river smells like dirty socks?
- Narrator** Said a passer-by.
- Tina's friend** OK, Tina. Here are your socks. Finally, they're clean.
- Tina** Wow! They LOOK nicer when they are clean. Wow! They SMELL nicer when they are clean. They FEEL nicer when they are clean. I'm going to wear clean socks from now on.
- Narrator** The beavers ran back to the river. The Canada geese got up off the ground and flew away. The fish decided that they were not dead after all, and jumped and splashed in the river.
- Tina** Mom, look at my nice, clean socks. I think it would be very nice if you took me to town to get me a nice new red, yellow, and green shirt.
- Mom** Promise to wash it, Tina?
- Tina** No. If I wait long enough, the kids at school will wash it for me!



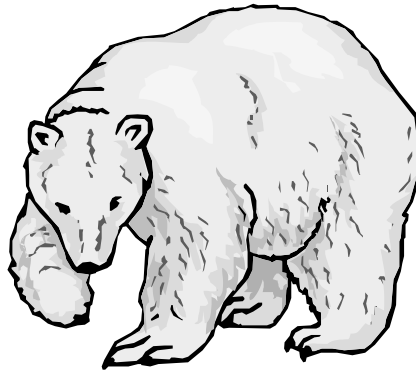


Scripts (7)

Polar Bears

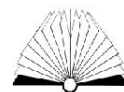
A Super Science Script

By Lisa Blau



Age group: Grades 4-7

Required readers: Reader #1
Reader #2
Reader #3
Reader #4
All





Polar Bears

Reader #1: Good morning! We are here to tell you all about some amazing animals that live in the cold and snow.

All: We're here to tell you about polar bears!

Reader #2: Polar bears hunt seals and other animals for food.

Reader #3: Polar bears have thick, white fur. Their fur and layers of fat protect them from the cold. A polar bear's white fur serves as camouflage when hunting.

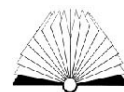
Reader #4: A male polar bear weighs about 1,000 pounds and measures between 8 to 11 feet.

Reader #1: Polar bears have a keen sense of smell. They can smell food as much as 10 miles away!

Reader #2: Polar bears are excellent swimmers. They use their strong front legs like paddles.

Reader #3: Polar bears are also good climbers.

Reader #4: Mother polar bears take very good care of their cubs. A mother polar bear will teach her cubs how to hunt. She will also teach them how to protect themselves from danger.





Celebrate Literacy in the NWT

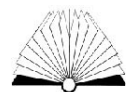


Reader #1: Most polar bear cubs stay with their mothers until they are two years old.

Reader #4: Polar bears dig a den for themselves in the snow. They will live in the den during the winter months.

Reader#3: We hope that you have enjoyed learning about polar bears.

All : The End!





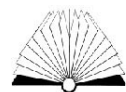
Scripts (8)

Caillou et le bonhomme de neige (based on caillou et le bonhomme de neige, Chouette et CINAR)



âge: 5-8

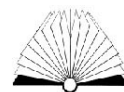
lecteurs: narrateur/narratrice
Sarah
Caillou
Maman





Caillou et le bonhomme de neige

- narrateur** Il neige depuis le matin, à la grande joie de Caillou et Sarah : Les deux amis s’amusent follement à attraper des flocons avec la langue.
- Caillou** J’en ai un, Sarah!
- Sarah** Moi aussi! Caillou, faisons un bonhomme de neige!
- Caillou** Un bonhomme de neige? . . . Ouais!
- narrateur** Mais Caillou n’a jamais fait de bonhomme de neige.
- Sarah** Il faut faire trois boules, Caillou. Une petite pour la tête et deux grosses pour le corps. Commence par faire la tête, et moi, je ferai le corps.
- narrateur** Caillou regarde attentivement Sarah. Elle a déposé sa boule dans la neige et la fait maintenant rouler en la poussant. La boule grossit de plus en plus, traçant un large sillon sur son passage.
- Caillou** Hum . . . ça n’a pas l’air trop difficile.
- narrateur** Il fait un petit tas de neige et pousse dessus avec ses mains. Le tas grossit sans rouler. Caillou pousse plus fort, glisse et tombe. Il se relève, le visage couvert de neige.
- Caillou** Pfiou! Je n’y arriverai jamais!
- Sarah** Caillou, est-ce que la tête est prête?

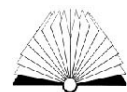




Celebrate Literacy in the NWT



- Caillou** J'ai essayé, mais ce n'est pas facile.
- narrateur** Il regarde avec envie l'énorme boule de son ami.
- Sarah** N'e t'inquiète pas. Je vais montrer comment faire. Tu vas voir. . . Nous allons faire le plus gros bonhomme de neige du monde.
- Caillou** Le plus gros bonhomme de neige du monde?
- Sarah** Non. Le plus gros bonhomme de neige de l'univers!
D'abord, il faut faire une toute petite boule.
- narrateur** Caillou copie les gestes de Sarah. Malheureusement, il presse sa boule trop fort et elle s'écrase dans sa main. Il essaie à nouveau. Cette fois, il parvient à faire une boule toute ronde.
- Caillou** Ça y est, Sarah! J'ai réussi!
- narrateur** Caillou est vraiment fier de lui. Il regarde tour à tour sa belle boule et Sarah. La tentation est trop forte. Il lance la boule en direction de son amie.
- Sarah** Hé!
- narrateur** Elle lance à son tour une boule vers Caillou. Il se penche pour l'éviter.
- Caillou** Nia nia!
- Sarah** Arrête!

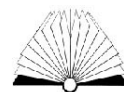




Celebrate Literacy in the NWT



- narrateur** Mais la boule de Caillou est déjà partie et atteint Sarah à la tête.
- Sarah** Je ne trouve pas ce jeu très drôle. Si tu ne veux plus faire de bonhomme de neige, je préfère m'en aller.
- Caillou** Sarah, reste. Je veux faire un bonhomme de neige avec toi.
- Sarah** Bon . . . D'accord.
- narrateur** Caillou et Sarah font chacun une autre boule et les font rouler. Finalement, tous les deux se retrouvent au milieu de la cour.
- Caillou** Ouf! J'ai terminé.
- Sarah** On n'a plus qu'à assembler notre bonhomme.
Commençons par placer cette boule-ci sur la plus grosse.
- maman** Les enfants, j'ai une surprise pour vous.
- narrateur** Curieux, Caillou plonge la main dans le sac.
- Caillou** Une carotte?
- Sarah** Ça fera un nez parfait pour notre bonhomme! Empresses-toi de planter la carotte au centre de la boule.
- narrateur** Maman soulève Caillou.
- maman** Caillou, as-tu bien regardé dans le sac?
- Caillou** Regarde, Sarah, j'ai trouvé deux boutons.

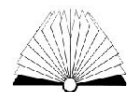




Celebrate Literacy in the NWT



- Sarah** Mets-toi les boutons à la place des yeux et dessine un grand sourire au bonhomme.
- maman** Hum, je crois que j'ai autre chose. Un beret.
- Caillou** Regarde, Sarah, comme il est drôle!
- Sarah** On devrait lui trouver un nom.
- Caillou** Bouboule!
- Sarah** Oui!
- maman** Je trouve que c'est un joli nom! Bravo les enfants! Venez, je vous ai préparé un bon goûter.
- Caillou** Attendez!
- maman** Qu'est que tu fais?
- Caillou** Je fais une boule de neige? C'est pour le goûter de Bouboule!
- narrateur** Caillou dépose la boule au pied du bonhomme et rejoint maman et Sarah en riant.



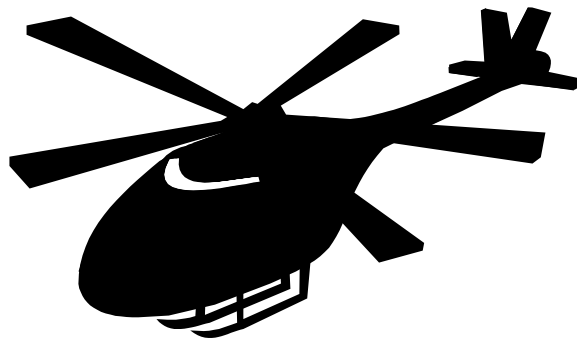


Scripts (9)

Tracking Triple Seven (Chapter 9)

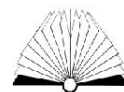
(by Jamie Bastedo)

Benji is a city slicker kid who visits his father's diamond mine in the Northwest Territories. His adventures take off when he accidentally joins a team of grizzly bear biologists and their Inuk helicopter pilot. Together they search for a female grizzly bear that has just given birth to cubs. Her satellite collar has the number 7-7-7, giving her the name Triple Seven.



Age group: Youth & Adults

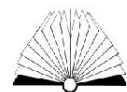
Required readers: Vicky, chief bear biologist
Benji, city slicker kid
Ozzie, bear biologist
Siku, helicopter pilot
Narrator
Radio controller at Saber Mine





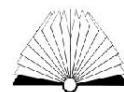
Tracking Triple Seven

- Vicky** There she is!
- Ozzie** That's no mama bear. Not Triple Seven at least.
- Vicky** What?
- Ozzie** That's not her. Too big. Too dark.
- Benji** And no collar.
- Ozzie** Mighta been Buster.
- Vicky** No way. He's long gone. Must have scared it off. Let's put down there. I want to look for cub tracks.
- Narrator** Siku does one low sweep over the meadow, then pulls back on his joystick.
- Vicky** What are you doing? I thought you could land anywhere with these floats.
- Siku** We can't land in this mush.
- Benji** How about that slimy rock back there? The red one.
- Ozzie** That's a good spot. Fresh tracks all over it.
- Siku** It's big enough. We could do it. As long as you clean the blood off my floats.
- Narrator** Siku gently lowers his chopper onto the rock slab, coating Benji's window with a fine mist of blood.





- Siku** I think I messed up your tracks.
- Vicky** Not all of them. Cub for sure. That clinches it. Triple Seven is a mum. You got any hip waders, Siku? We could cross the creek and look for . . .
- Ozzie** That's no cub!
- Benji** There's Buster! Whoa! Look, one of his claws is missing. There's something dark hanging from his mouth. What is it?
- Ozzie** It's Vicky's cub! Chewed up pretty bad. Let's scam, Siku!
- Narrator** Siku throttles up to full power as Vicky dodges around him with her camera.
- Vicky** We've got to document this on film . . . Look! Half his ear is gone! And check out those scars!
- Benji** How could he *do* that?
- Ozzie** It's a bear-eat-bear world out there, Benji. Adult males aren't big on family. That might even be his own cub.
- Benji** That's disgusting!
- Narrator** Siku hits a switch on the ceiling and blasts Buster with a police siren. The bear drops the cub, stands to his full height, and brandishes his yellow teeth.
- Benji** He hates helicopters, right? He won't come nearer?

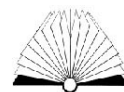




Celebrate Literacy in the NWT



- Narrator** Just as one orange float lifts free from the rock, Buster charges.
- Ozzie** Boot it, Siku.
- Benji** He's right below us!
- Ozzie** He's on your side, Benji. What's he doing?
- Benji** Oh, God! He's going for your floats!
- Ozzie** Hard right rudder, Siku!
- Narrator** Siku manages a quick sideslip but loses precious height. The left float falls within range of Buster's claws. There's another sideways lurch, this one executed by Buster. Benji clamps his eyes shut. They snap open at the sound of Siku's siren.
- Siku** Back off, Buster! Oh no! The engine light's just come on.
- Vicky** Please, not here, Siku. Not now!
- Siku** We're losing power!
- Ozzie** What the hell's going on down there, Benji?
- Benji** Can't see him. Is he on your side, Vicky?
- Vicky** My window's too smeared with blood.
- Benji** Siku, check your fish-eye mirror to see if he's underneath the chopper.

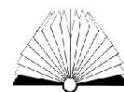




Celebrate Literacy in the NWT



- Siku** Right. What the . . .?
- Benji** Holy . . .
- Vicky** What the hell's going on?
- Siku** Illegal passenger.
- Benji** He's hauling down on the strut between the floats.
- Siku** I'm gonna try to dump him in the hole. Time to go fishing, Buster.
- Narrator** Just before reaching the downstream edge of the rock, Siku jerks the helicopter up.
- Benji** He's flying!
- Ozzie** Dump him, Siku!
- Narrator** Siku gives him another well-timed siren blast.
- Siku** Yeh! Ha, Ha! Bull's-eye! He belly-flopped into the fishing hole.
- Narrator** Everyone looks down at the huge grizzly climbing out of the water. It shook itself off and raised one defiant forepaw at the helicopter.
- Ozzie** Ha, ha! I'd swear he's shaking his fist at us.
- Siku** OK. What's the damage report?

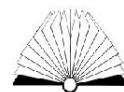




Celebrate Literacy in the NWT

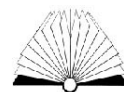


- Benji** Buster toasted your left float. How you gonna land without chewing up your blades?
- Siku** Good point, kid. I was just thinking that my . . .
- Narrator** Another electronic alarm goes off, this time flashing the words *low fuel*.
- Siku** That fancy dancing back there, Vicky, almost sucked us dry.
- Vicky** Can we make it back to camp?
- Siku** Maybe. The trouble will be landing.
This is Yankee Echo Bravo to Saber Mine. Do you copy?
- Radio controller** Go ahead, YEB.
- Siku** We're just above Fortune Creek, headed back to camp.
- Radio Controller** Catch any bears?
- Siku** Negative. In fact, one caught us. Clawed up our left float.
She's flat as a pancake.
- Radio controller** Anybody hurt?
- Siku** Negative—and I want to keep it that way. I need you to knock over a couple of fuel drums and secure them to the helipad so I can land my left side on them. That should bring us down level.
- Radio controller** Roger. Two drums sideways on the pad.
- Siku** Step on it, guys. We're running low on juice.





- Radio controller** Got it, Siku. Saber clear.
- Ozzie** Hey, Siku. Can you hold your horses for a minute? I've got something in my binoculars down on Long Lake.
- Siku** I'll give you ten seconds.
- Ozzie** There's your bear, Vicky. Triple Seven. Beatin' it across the water.
- Vicky** You're kidding? Any cubs?
- Ozzie** I can't tell . . . No . . . wait . . . There's something on her back. . . . Might be a cub . . . maybe two. . . . Too far. . . . Can't be sure. . . . Can't tell . . . might be a cub clamped on to it. . . . Hah . . . smart cub.
- Siku** Time's up, guys.
- Benji** Can I see your glasses, Ozzie?
- Ozzie** Sure.
- Benji** You saw cubs?
- Ozzie** I think so. Oh, no. That cub's toast.
- Vicky** Can you see it?
- Ozzie** No. Willows too thick. I just caught a glimpse of Buster heading back upstream where he dropped it.
- Siku** Sorry, folks. No turning back now.





Resources

Here is a short list of resources to help you implement Readers Theatre:

Dixon, N., Davies, A. & Politano, C. (1996). *Learning with Readers Theatre: Building Connections*. Winnipeg, Canada: Peguis.

(Neill Dixon is the head of Readers Theatre International. Anne Davies used to work for Yellowknife Education District #1.)

Sloyer, S. (1982). *Readers Theatre: Story Dramatization in the Classroom*. Urbana, Illinois: National Council of Teachers of English.

Sloyer, S. (2003). *From the Page to the Stage: The Educators complete guide to Readers Theatre*. Libraries Unlimited.

Coger, L. I. & White, M. R. (1982). *Readers Theatre Handbook: A Dramatic Approach to Literature*. Glenview, Illinois: Scott, Foresman.

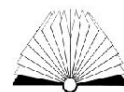
Shepard, A. (1993). *Stories on Stage: Scripts for Reader's Theater*. New York: H. W. Wilson. 1993.

Bauer, C. F. (1987). *Presenting Reader's Theater: Plays and Poems to Read Aloud*. New York: H.W. Wilson.

Sierra, J. (1996). *Multicultural Folktales for the Feltboard and Readers' Theater*. Greenwood Publishing Group Inc.

Fredericks, A.D. & Stoner, A. A. (1993). *Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre*. Libraries Unlimited.

Fredericks, A.D. & Stoner, A. A. (2000). *Silly Salamanders and Other Slightly Stupid Stuff for Readers Theatre*. Libraries Unlimited.





On-Line Resources

<http://www.readingonline.org/electronic/carrick/>

This website provides general information about Readers Theatre, procedures for implementing it, additional classroom applications, and assessment. It also provides links to other Readers Theatre websites.

<http://www.aaronsherp.com/rt>

This website has extensive information on Readers Theatre: what it is; tips for scripting and performing; free scripts and a list of resources.

<http://scriptsforschools.com>

On this site you can purchase scripts. However, there are also free scripts and tips for Readers Theatre.

<http://www.quesn.meq.gouv.qc.ca/schools/bchs/rtheatre/sample.htm>

This website has some simple tips for creating scripts with students.

<http://www.readerstheatre.ecsd.net/collection.htm>

This is a large collection of short scripts—many of them rhymes—for Kindergarten to Grade 3 students.

<http://www.literacyconnections.com/ReadersTheater.html>

This website gives an extensive list of resources for Readers Theatre.

<http://bms.westport.k12.ct.us/mccormick/rt/RTHOME.htm>

This site describes Readers Theatre, gives tips on how to adapt scripts, and provides scripts and a list of reference books.

<http://www.lisablau.com/scriptomonth.html>

This website provides a free script every month. It also has an archive of past scripts of the month.

